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ABSTRACT

This monograph focuses on school-based practices and programs that promote safe and drug-free schools. It begins with a description of the key characteristics of schools with effective programs and provides a model for school-wide support. Necessary steps for developing an effective system of universal prevention are listed and include: (1) establish a climate of mutual respect; (2) conduct a review of all policies related to safety, instruction, and student discipline; (3) recognize feelings of staff and students and what constitutes appropriate expressions of those feelings; (4) make identifying and managing feelings an integral part of the curriculum; (5) teach the concept of responsibility for one's actions throughout the curriculum; (6) recognize and intervene when early warning signs are observed; (7) implement programs to prevent alcohol and substance abuse; (8) train staff in topics such as diversity problem-solving skills, verbal de-escalation, cooperative learning, anger control, and aggression management; (9) avoid legal vulnerability; and (10) couple security procedures with a school-wide communication system and a crisis plan. Following chapters address the academic/behavior connection, the concept of a school-wide team to address prevention and intervention, and guidelines for selecting programs. Five specific programs are described and a list of additional resources is provided. (CR)

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Safe, Drug-Free, and Effective Schools

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About the Council of Administrators of Special Education

CASE is an international and professional organization committed to facilitating the education and general welfare of students with disabilities. CASE promotes professional leadership and provides special education administrators with opportunities for personal and professional development.

Council for Children with Behavioral Disorders

About the Council for Children with Behavioral Disorders

CCBD is an international and professional organization committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders.

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Foreword

Nationwide, school personnel are working to ensure every student a safe, drug-free, quality education. There is no doubt about either the importance or complexity of that task. With mounting pressure to ensure student safety, some school divisions have adopted a so-called zero-tolerance policy of student discipline. No one would quarrel with the original intent of zero tolerance, namely, to protect students from dangerous weapons in schools. However, some authorities do question the logic behind applying the same philosophy to less serious offenses, such as when a student fails to participate in class discussion. Others argue that there are discrepancies in the way current disciplinary policies are being applied. Evidence exists that students from culturally diverse backgrounds often are disproportionately subjected to more severe treatment. A similar concern has been voiced on behalf of students with disabilities. Increasingly, administrators, teachers, and parents are calling for a reasonable middle ground in addressing the issue of student discipline.

At the same time, schools are finding that some established instructional practices are at odds with the needs of an increasingly diverse student population. Although we are witnessing an increase in the use of curricular materials and instructional procedures that reflect greater cultural sensitivity, there is more to be done in this area. With these issues in mind, it is encouraging to find a growing acceptance that a reciprocal relationship exists between learning and behavior problems and that it is shortsighted to address one and ignore the other. Accordingly, more and more administrators, faculty, and staff are redefining the culture of their schools and creating a climate in which school-wide and

classroom-level positive academic and behavior supports are in place for all students.

Further impetus for changing current practices stems from the 1997 Individuals with Disabilities Education Act (IDEA), which contains provisions that address both the academic and nonacademic performance of students with disabilities. For example, IDEA stipulates that education personnel must not only acknowledge the connection between learning and behavior problems, but also, under certain conditions, take specific steps to address the problem(s). If a student's classroom behavior impedes his or her academic progress or that of classmates, it may signal a need to change one or more aspects of the curriculum, management, or instruction. In limited instances, schools must conduct a functional behavioral assessment and then develop a positive behavioral intervention plan and supports. In that way, more serious learning or behavior problems (usually both) can be addressed.

The Council of Administrators of Special Education (CASE) and the Council for Children with Behavioral Disorders (CCBD) have long shared a common concern about students with and without disabilities. In light of the challenges faced in schools, the leaders of these two divisions of the Council for Exceptional Children (CEC) decided to cosponsor two institutes on best practices for working with students with learning and behavior problems. We drew upon the expertise of our members to produce a mini-library series that corresponds with the content of these institutes. We are grateful to those who served as both presenters and authors. We also acknowledge those who served as reviewers of these volumes: Charlene Greene (CASE), Bev Johns (CCBD), Bev McCoud (CASE), Russ Skiba (CCBD), Cheryl Zinszer (CASE), John Faust (CASE), and Jim McCormick (CASE). Together, they have contributed a great deal to our understanding of the challenges of 21st century schools.

Lyndal M. Bullock, Jim Chapple, and Robert A. Gable
Series Editors

Introduction 1

Not long ago, the most severe behavior problems students displayed in schools were running in the halls, cutting in on lines, talking out in class, or chewing gum. Today, we face a dramatic increase in the frequency of assaults and violent gang activity. The frequency of well-publicized school-based disasters seems to be increasing as well.

Young people between the ages of 16 and 24 consistently have the highest crime rates, with the overall trend on the rise. There is an increase in alcohol and substance abuse among our children, as well as in negative peer pressure and gang involvement. The availability of guns and other weapons poses a problem we cannot ignore. From 1992 to 1999, 77% of all violent deaths in schools were caused by guns (Center for the Study and Prevention of Violence, 1999).

Schools are a microcosm of our society, and accidents and loss are inevitable. But why is there such a dramatic increase in deliberately caused tragedies? The United States leads the developed world in violence among young people. Nearly 53,000 U.S. children died as a result of firearms in 1995. This averages nearly 30 children per day in 1 school year; it represents a full 87% of all violent deaths among children aged 5 to 15 years in 26 developed nations. The United States is also a world leader in another violence indicator: the number of young people who take their own lives. In 1995, an average of eight children per school day took their lives with guns (Center for the Study and Prevention of Violence, 1999).

The U.S. Department of Education report for the school year 1997–1998 noted the following statistics: 35, or 1.3%, of 2,752 murders of youths aged 5 through 19 years took place in schools; in

the same period schools were the setting for 252,700, or 31%, of 802,900 serious violent crimes against students aged 12 through 18 years.

With increased violence occurring in schools across the nation, educators must face the challenge of preventing and managing increasingly dangerous situations. Fortunately, we are not helpless against the rising tide of violence in our society; we have a great deal of knowledge about violence that we can use to provide safe and drug-free schools for staff and students. There is a whole system of change that we can use to provide positive behavior supports and disciplinary instruction and to identify and address the needs of students who are at risk for violent behavior. We can be prepared, if and when violence does occur. We must no longer ignore bullying, harassment, and minor instances of pushing and shoving, since these behaviors can be the precursors to more serious, violent behaviors.

We cannot approach the problem of school violence in piecemeal fashion, such as targeting a particular group of children who are frequently in trouble or instituting one particular intervention such as peer mediation. Changes must encompass the whole educational system, at all levels, and including all persons within the system. Preventive and comprehensive approaches to school safety must involve the entire education community—principals, teachers, counselors, parents, and students. Moreover, any approach must address the development of sound disciplinary policies, use of sound instructional techniques, instruction of appropriate behaviors, and the forging of connections between adults and students. Strategic planning, capacity building, comprehensive approaches, teamwork, and community involvement are essential in creating effective schools in which teachers can teach and students can learn.

The good news is that states as varied as Maryland, Oregon, Kansas, Kentucky, California, Hawaii, and Florida have successfully implemented efforts to strengthen their schools. As a result of these efforts, students report feeling safer and more connected to their schools and demonstrate higher achievement levels and decreased instances of disruption and violent or destructive

behavior (Osher, Dwyer, & Jackson, 2001). The payoff, according to all concerned—students, families, teachers and staff, administrators, and researchers who have evaluated the changes—far outweighs the effort.

A number of questions arise: What made these comprehensive and evidence-based approaches successful? How did they begin? What does it take to improve the behavior, connectedness, and academic performance of all students? What would it take to institute these valuable improvements in your school community? It seems clear that effective change efforts include the following:

- Teams that create a common vision and keep that vision in focus throughout the process.
- Strong administrative leaders.
- Staff buy-in, understanding, and support for the program.
- A long-term perspective that provides for unanticipated challenges and delayed dividends.
- The efficient use of human and material resources.
- Capacity-building efforts that include extensive training and support.
- A culture and structure that helps all members of the school community to succeed.

In the following chapters, I will discuss a model of school-wide support, the academic/behavior connection, the concept of a school-wide team to address prevention and intervention in the school setting, and guidelines for selecting specific programs that work and match the needs of the school, including a selection of programs that work. A list of resources is provided at the end of the monograph.

2 A Model of School-Wide Support

A school in which there is chronic disrespect for principals and teachers or a classroom in which there is chronic disrespect between teacher and students can set the stage for violence. One source of violence in schools is an adversarial system that creates problems at all levels. If administrators do not respect and back up appropriate actions of teachers, teachers may feel less able to maintain the classroom structure that provides support to students.

The solution to chronic disrespect is not in the establishment of more punitive systems of discipline. It is not effective only to seek management of students through punishment and other control methods, nor can we resort to more permissive systems to avoid problems. The search for solutions points to the need for a system in which there is greater attention to relationships among administrators, teachers, and students. That attention also has an impact on students who bring weapons to school in order to address their personal safety needs. In effect, those students do not trust the adults to protect them.

Violent behavior can occur when safe alternatives for expressing anger have not been established, taught, and modeled by adults. As adults, we must demonstrate to students constructive ways to be angry without "losing it" or "going off" and thereby escalating pressure and frustration. We also must take responsibility for learning and practicing new ways of expressing ourselves. In some cases, we have not learned effective ways to express anger, which undermines relationships with students and diminishes our ability to serve as behavioral models.

There is increasing evidence that students must be taught how to behave appropriately—according to our expectations and in ways that work for the students. Students should receive appropriate positive feedback when trying to be successful. Misbehavior should be viewed as a teaching/learning opportunity. In that effort, faculty collaboration is critical: Staff must work together to meet student needs. Students' perceptions significantly influence their behavior as well. Does each student believe that he or she can be successful in school? Does each student believe that success is related to what he or she does and how he or she acts?

With this view of behavior, any effective system of violence prevention must be comprehensive and involve all staff, parents, and students. It should be designed to address the needs of staff and students alike on three levels of prevention and support: universal, targeted, and intensive. The succeeding discussion covers this tri-level approach and includes some examples of services and programs that may be applied at each level.

A Universal Approach to Prevention for Everyone in the Schools

Like medical immunization against the spread of disease, we must establish a school climate in which it is hard for aggressive or violent behavior to take root, grow, and thrive. In such a climate the commitment to safety begins with the administration and extends to each teacher and student. Deliberate and direct messages emphasize that our schools are places of caring and responsiveness. The focus is on the development of positive adult–student relationships and a positive school climate, along with avoidance of punishment as a primary disciplinary strategy. Consistent school-wide practices are developed and implemented, and effective adult responses to likely problem situations are planned in advance. An instructional disciplinary model requires that school-wide and classroom expectations are directly taught, as are responsible behavior and social skills. A planned response to student misbehavior includes the direct instruction of positive

replacement behaviors. Such universal strategies are based on a data-driven systems change model that relies on proven effective disciplinary practices and ongoing needs and outcomes assessments.

This universal approach creates a caring and supportive school community while improving behavior and academic outcomes. When students, staff, and families feel a positive affiliation or "connectedness" to their school, both student behavior and academic outcomes improve. Similarly, when students are taught appropriate behavior, positive behavior systems are more effective and teachers can devote more time to academic instruction. Finally, when students are provided with appropriate academic instruction, both their commitment to learning and their willingness to behave appropriately increase. Research suggests that these universal interventions will be sufficient 80% to 90% of the time and that they serve as a base of support for students who may need targeted or intensive interventions (Office of Special Education Programs [OSEP], 2001).

Necessary Steps for Developing an Effective System of Universal Prevention

- Establish a climate in which educators and students demonstrate mutual respect. This requires providing an orderly environment; clear expectations; and consistent intervention and consequences, including instruction of appropriate behaviors, when expectations are not met.
- Conduct a review (and revision as necessary) of all board and school policies that relate to safety, instruction, and student discipline. Such policy areas might include curriculum, building safety, learning climate, discipline and zero tolerance, student records, alternative education, and interactions with other agencies and authorities. A zero-tolerance policy, for example, would specify offenses that will not be tolerated and require demonstrated consequences, but it would not require a specific, predetermined action.
- Recognize the feelings of staff and students and what constitutes appropriate expressions of those feelings.

- Make identifying and managing feelings an integral part of the curriculum.
- Teach the concept of responsibility for one's actions throughout the curriculum. The relationship of choice and consequence does not seem to be recognized in a world in which children are so often victims and see those around them reacting to violence only with violence. We must teach and model alternative choices and enforce peaceful consequences.
- Recognize and intervene according to your plan when early warning signs of distress or disorder in children are observed.
- Implement programs to prevent alcohol and substance abuse; identify and refer persons who may need treatment.
- Train staff in topics such as cultural diversity and sensitivity, problem-solving skills, verbal deescalation, cooperative learning, anger control, and aggression management.
- Avoid legal vulnerability, and, as routine practice, teach and reinforce safety rules. Have a plan and a commitment to involve the resources of the community, such as the Department of Social Services, law enforcement, and the court.
- Couple security procedures with a school-wide communication system and a crisis/emergency plan that staff and students know well. Teach and practice all elements of the plan so that everyone is prepared to take appropriate actions in the event of a crisis.

Universal prevention efforts may include the following:

- A school-wide proactive discipline plan.
- Effective instructional practices.
- Instruction in behavior and routines.
- Systematic student monitoring and supervision.
- Immediate, appropriate disciplinary responses to student misbehavior.
- Systematic teaching of desired replacement behaviors.
- Social competence instruction.
- Cultural diversity training.

- A conflict resolution curriculum.
- An alcohol and other drug curriculum.
- Counselors regularly available to students.
- Prejudice reduction and multicultural curriculum and programs.
- School-to-work initiatives.
- A problem-solving and decision-making curriculum.
- District and school crisis response plans.
- Building safety and a positive learning climate.
- Bus safety training.

Early/Targeted Intervention for Students At Risk for Behavioral and Academic Problems

The interlocking importance of a foundation of universal supports and targeted or early intervention strategies cannot be overstated. There is ample evidence that universal supports reduce the number of students who will succumb to risk factors. However, early and targeted intervention strategies will not be effective unless they are aligned with a universal system of supports. Likewise, students at risk for whom there is no system of early intervention may disrupt even the responsive school, lower its achievement, and behave in ways that negate school-wide prevention efforts. Early interventions are both proactive and reactive, targeted to individual student need, and may be required for approximately 5% to 15% of the student population. These targeted interventions usually are introduced when universal supports do not apply or are not effective.

Steps to Develop an Effective System of Targeted/Early Intervention

- Systematic screening and identification of students who are in trouble on a recurring basis, as well as identification of the peer group, who may also be at risk.

- Identification of students whose basic needs are not being met due to neglect or abuse and linkage of these students and their families with community resources.
- Systematic teaching of desired replacement behaviors.
- An effective referral system that gives preference to requests for urgent assistance, encourages informal consultations, informs and listens to parents, and maintains confidentiality.
- Individual and group support for at-risk children by teachers and counselors. A program of instruction in social skills; anger management; and techniques for dealing with grief, loss, and divorce and coping with violence should be implemented.
- Training of staff to safely manage a confrontation in a way that is calm, kind, and supportive and, at the same time, establishes protective limits for students and others.
- Early intervention. Teachers and staff should respond to students at the first signs of distress or disrespect rather than letting "little things" go, and, in turn, allowing problems to escalate.
- Constant supervision, including escorts, for at-risk students to ensure their own safety and the safety of others.
- A recovery room—not in-school suspension. The intent is not simply to punish, but to interrupt and address student behavior. The student in the recovery room is assigned specific tasks, such as completing a "think sheet" exploring nonaggressive, appropriate ways to address problem situations.
- Provision of and instruction in methods of anger control, such as allowing students to see mentors or counselors when upset, debrief after a problem occurs, or role-play alternative future responses.
- At all times, provide a climate of physical and psychological safety for students, for often, violent children are scared children. Implement a carefully constructed policy of zero-tolerance for violence in the school setting. This policy should specify the definition of violence (e.g., weapons, acts of racism) and differ from the usual zero-tolerance policy that mandates a specific consequence (e.g., suspension, expulsion). Instead,

this policy mandates consequences but does not require one before a careful review of the circumstances and a determination of individual student need.

Early/targeted intervention efforts may include the following:

- Problem-solving teams.
- Small-group counseling.
- In-school alternative education.
- Crisis prevention and intervention training.
- Peer mediation and mentoring support systems.
- Student assistance support groups.
- Alternative education programs (i.e., off-school sites).
- Effective behavior problem solving for individual students.
- Individualized behavior intervention plans as needed.

Intensive Intervention

Intensive interventions are interventions that focus on students with challenging behaviors and for whom universal and targeted interventions have proved insufficient. These interventions may be required by 1% to 7% of the student population and should be delivered in the least restrictive environment of a continuum of alternative placements, based on programming needs.

Today, there is mounting pressure associated with achievement testing for individuals, schools, and school systems. Time away from academic instruction often has a negative impact on learning. Aligning the need for intensive services with the opportunity for students to improve their academic performance requires thoughtful planning. Some schools use the time before and after school to provide treatment services. Other schools seek to integrate treatment into the school day—without removing the student from instruction—through consultation and in-class support for therapeutic or positive behavior interventions. Still others facilitate the partnering of school mental health staff with their clinical counterparts through flextime arrangements so that interventions can be delivered in the evening or on Saturday. Intensive interventions also require collaboration within the school,

between general and special education teachers and pupil services personnel, between all school staff and the staff of alternative programs, and between teachers and administrators.

The reality is that no matter how well we plan, a crisis may occur, and we must know how to deal with it effectively as it happens, working with those students who are engaging in aggressive and violent behavior. Through intensive intervention, we must attempt to contain the crisis and minimize the negative effects on those involved.

Necessary Steps to Develop an Effective System of Intensive Intervention

- Acknowledge that creating a safe school involves everyone. Targeting only potentially explosive students will be inaccurate and ineffective. All students and adults share in the responsibility of being kind and constructive even when angry. The prerequisite to a safe school is the establishment of a climate in which negative verbal behavior (e.g., put-downs, name-calling) is not allowed. Universal supports are necessary for a safe school; they are the responsibility of all education personnel.
- Implement a system of school-based clinicians or other student support providers who work with the entire school community, including students, families, teachers, and administrators.
- Locate centers within the school that support students with mental health needs and help connect students and their families with the entire system of care available to them.
- Make sure that school personnel understand the availability of school-based resources, including mental health programs, special education and related services, alternative programs and schools, and other components of the continuum of care.
- Ensure that opportunities are routinely available for school personnel to develop and improve their knowledge and skills related to positive behavior support, functional behavioral assessment, positive behavior intervention plans and supports, and other proven interventions.

- Practice and implement (as necessary) a school-wide plan for dealing with a crisis. It is important that teachers not feel isolated in their classrooms.

Intensive intervention efforts may include the following:

- A continuum of alternative educational placements.
- Extended behavioral intervention plans (across all school settings, school-home contracts).
- Wraparound plans across life domains (multiple providers, family involvement).
- Crisis response teams.
- Reports to and interactions with other agencies/authorities.
- Rehabilitation and treatment.

3 The Academic Performance/Behavior Connection

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

It is not a novel thought that physical and mental health concerns must be addressed if schools are to function successfully and students are to learn and perform effectively. We have long known that a variety of psychological and physical health problems affect learning in significant ways. Moreover, these problems are exacerbated as young people internalize the negative effects of performing poorly in school and are punished for the misbehavior that is a common correlate of academic failure.

Beginning in early childhood, inappropriate, disruptive, and aggressive classroom behavior contributes to poor school achievement and negative peer relations. In addition to the effects of academic failure on later antisocial behavior, early, learned antisocial and aggressive behavior may also interfere with school learning and the development of positive peer relations across time. Students may learn to accept aggressive behavior as the norm and as an effective way to solve interpersonal problems. A history of problems such as poor school attendance and numerous suspensions is common for aggressive students. Rejected by their peers, some students band together with others like themselves and form deviant groups that reinforce antisocial behaviors; others become "loners."

The relationship between academic performance and behavior can be viewed in several ways. First, it is evident that when students do not feel physically safe, learning will not take place. Various psychological theorists suggest that a person who is afraid of physical injury will not be motivated to engage in higher-order purposes (e.g., satisfying the need to know and learn). Thus, a student who has been stuffed into a locker by bullies, a student who has been sexually molested in a restroom, and a student who has been shoved around at recess all have one thing in common. Their major motivation during a school day, if indeed they come to school at all, will be to figure out ways to keep physically safe. Learning will not be a priority.

Likewise, students are not motivated to learn when they feel emotional trauma. A student who has been ridiculed by a teacher is not likely to try to perform well in that teacher's classroom. At best, the student will try to keep a low profile; at worst, the student may seek revenge.

Most schools include in their curriculum instruction in enhancing social and emotional functioning. Specific instructional activities may be designed to promote healthy social and emotional development and/or prevent psychosocial problems such as behavioral and emotional problems, aggression or violence, and drug abuse. Three basic curricular formats have emerged:

1. Integrated instruction as part of the regular classroom content and instructional processes.
2. A specific curriculum or special intervention implemented by personnel specially trained to carry out the instructional processes.
3. A curricular approach that is part of a multifaceted set of interventions designed to enhance positive development and prevent problems.

The accumulated literature and various government documents report that schools implementing systemic strategies of problem behavior prevention have experienced reductions in office discipline referrals of 20% to 60%. Schools also report increased academic engaged time and improved student per-

formance. Finally, the success rate for interventions based on a formal functional behavioral assessment is almost twice that obtained when this type of assessment is not conducted (OSEP, 2001).

A second way to look at the relationship between academic performance and behavior is grounded in the false and inappropriate methods that many educators initiate to deal with the remediation of behavior problems. All too often, it is assumed that a student is not trying to behave. In fact, some teachers assume that student misbehavior is deliberate. Therefore, school personnel often apply a negative consequence and assume the student will behave appropriately in the future to avoid that consequence. If the behavior is chronic, we assume that the student is refusing to cooperate and we impose more negative consequences. This cycle continues until we believe we are forced to remove the student from the regular classroom.

While the sequence of events I have described may seem simplistic, research challenges us to compare this approach to dealing with misbehavior with validated effective procedures for academic remediation. When a student makes an error in math computation, it is assumed that the student was trying to respond correctly and that the error is accidental. The teacher provides assistance and assumes that the skill is learned and that the student will perform correctly in the future. If chronic mistakes continue, it is assumed that the student has learned an incorrect method. The teacher diagnoses the problem and reteaches, providing feedback, practice, and review of the skill. When this sequence is followed to remedy academic problems, results are usually dramatic.

No one would deny that high academic standards are critical. However, for students to reach these standards, schools must first address the various barriers to learning that may exist. Some of these barriers are social and emotional in nature. Therefore, providing links to families, helping students manage their behavior, and reducing the amount of time teachers spend inefficiently attempting to control behavior all contribute to improved academic outcomes. As I suggested previously, however, it is equally

important for schools to provide direct and systematic instruction in appropriate behaviors based on an analysis of the function of the misbehavior, a system of positive behavior interventions and supports, and appropriate behavior consequences that allow continued student learning to take place. In the next chapter, I discuss the mechanism for this process of change in schools.

4 A School-Wide Team to Design and Implement Specific Approaches

The school-wide team, which may be existing or newly established, assumes responsibility for planning, implementing, and evaluating the integrated school-wide violence prevention program. This program is designed to offer the full range of supports described previously in this monograph. Team members should be knowledgeable about the school community, and at least some members must be knowledgeable about school safety, mental health, school reform, and positive academic and behavioral supports. Team members should reflect the variety of stakeholder perspectives that make up the school community. They should embody the range of technical skills necessary to carry out the team's tasks. For example, some team members must be skilled in data collection and analysis. Finally, team members should be individuals who are respected by the school community.

A checklist of partial tasks for the school-wide team is presented here. It is taken from Appendix B of *Successful and Safe Schools: An Implementation Guide* (Osher et al., 2001) and is reprinted here with permission. This publication is described in detail in the Resources section at the end of this monograph.

Our school-wide team:

- Expresses a shared vision for an improved school.
- Has identified existing resources that are available to support that vision.
- Has identified additional resources necessary in order to further shape that vision.

- Has identified the school-wide team leaders.
- Has distributed planning and development responsibilities among all school-community stakeholders.
- Has made plans to sustain stakeholder involvement over the length of the reform period.
- Has established group norms and strategies to ensure mutual trust and respect among team members.
- Has identified mechanisms to share critical information among stakeholders.
- Has a plan to publicize and share the decision-making process among stakeholder groups.
- Has identified strategies to ensure consensus decisions.
- Has distributed planning and development responsibilities among all school-community stakeholders.

The team plans and conducts a comprehensive needs assessment, including the analysis of existing data and collection of any new data that may be needed. Every school community maintains information that can be used to identify school strengths and existing or potential problems. Information such as students' grades, attendance, reading and math achievement scores, office referrals/discipline data, student mobility, and faculty satisfaction/turnover is easily obtained. The team identifies what data are available and determines which data will contribute to the needs assessment, planning, monitoring, and evaluation efforts. It may be necessary to collect new kinds of information (e.g., incident reports).

Following the needs assessment, the team is ready to identify and prioritize areas for improvement. For each area chosen, the team (or a work group) should identify the kind of data that will be used as a measure of progress, develop a process to identify solutions in the problem areas selected, identify what is needed to implement the solutions, determine the standard that will be used to judge success, and develop a plan for implementing each solution and coordinating the implementation of all solutions.

Why is it necessary to develop this team process, use this model of school supports, and have a system for selecting new

programs for schools? School policymakers have long sought to assist teachers in dealing with problems that interfere with classroom learning. Examples include a wide range of counseling, psychological, and social service programs. Similarly, policymakers have focused on enhancing linkages between schools and community service agencies and other neighborhood resources. Paralleling these efforts is a natural interest in promoting healthy and productive citizens and workers. This is especially evident in initiatives for enhancing students' assets and resiliency and reducing risk factors through an emphasis on social-emotional learning and protective factors.

Currently, there are almost 91,000 public schools in about 15,000 districts. Over the years, most (but not all) schools have instituted some kind of program(s) designed with a range of mental health and psychosocial concerns in mind. There is a large body of research that supports the promise of many of these programs.

School-based and school-linked programs have been developed for purposes of early intervention, crisis intervention and prevention, treatment, and promotion of positive social and emotional development. Despite the range of activity, however, too little is being done in many schools, and many current programs are poorly conceived and inconsistently implemented.

It goes without saying that all schools want to improve academic achievement and decrease class disruptions, office referrals, suspensions, and expulsions. These goals are not incompatible. Resources do not need to be taken away from one area to support the accomplishment of another. Indeed, there is a large body of evidence that improving instruction can improve school discipline and safety: Improvements in school discipline and safety can permit teachers to spend more time on instruction, which results in increased student academic performance. Achieving both goals requires strategic, coordinated, and collaborative efforts that build on available resources and address the barriers to school improvement that impact a specific school. What works for one school may be inappropriate, unsuccessful, or simply miss the mark in another school.

In the next chapter, I discuss possible criteria for selecting the right program to address the needs of the school as identified through the school team process. I also provide descriptions of several programs that have proved to be effective.

5 Selecting Programs and Interventions That Fit the School

Effective implementation of a plan for change and school improvement requires clear objectives, specific action steps, realistic timelines, effective communication, high-quality staff development and support, and attention to logistics. The process of identifying the gaps and selecting the needed intervention or program is as important as the solution itself. As mentioned, data collection and analysis are critical to obtaining a true understanding of the problem or gap in programming. All too often, schools choose a program without examining the need for a comprehensive school-wide model of support and the team involvement described in the previous chapter. When this happens, positive results simply do not occur. When solutions are defined appropriately, program selection must then be carefully implemented.

Program Selection Criteria

The following are some general criteria for selecting an appropriate prevention and intervention program:

- The program must have documented effectiveness and be based on sound theory.
- The program can be easily integrated with existing school practices.
- The program must have data that demonstrate effectiveness or ineffectiveness with particular student groups.

- Data must indicate that the program has a positive impact on student achievement.
- Program developers/sponsors must demonstrate that subscribing schools receive sufficient technical assistance.
- Program components must focus on promoting positive solutions to behavioral and emotional problems.
- Program developers/sponsors must be able to specify measures of a school district's readiness to implement the intervention.

There are other criteria that might be unique to a particular school—for example, availability of specific personnel, program implementation costs, and student characteristics such as age range and cultural and socioeconomic backgrounds. These more obvious considerations, however, are the ones that may, without careful consideration by the school-wide team, overshadow the lasting implications of the seven major criteria listed above.

The programs discussed in the following section reflect some of the major concepts covered in previous chapters. For example, Project ACHIEVE illustrates the model of school-wide support discussed in Chapter 2. The Good Behavior Game and I Can Problem Solve exemplify programs of behavior instruction. Aggression Replacement Training is an example of a targeted or early intervention. Finally, Project STAR responds to the more intensive problem of adolescent drug abuse and is one program that extends beyond the school setting into the family and community contexts.

Programs That Work When the Fit Is Right

There are a variety of government sources of information on effective programs. The information listed here is found in *Successful and Safe Schools: An Implementation Guide* (Osher et al., 2001). This source, which includes many other programs, is described in the Resources section of this monograph. The programs listed here are a sample included with permission. The organization of the

information on each program is particularly important, since this format enables the school team to consider the selection criteria listed earlier as one way to determine how well the program fits their school's needs.

Program Name:	Project ACHIEVE: A Collaborative School-Based Reform Process: Improving the Academic and Social Progress of At-Risk and Underachieving Students
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Purpose

ACHIEVE is a school-wide reform program that includes several integrated components designed to enhance academic and social success for children in elementary and middle schools. It uses strategic planning to help the school determine its vision and goals and its needs and resources to accomplish those goals. It uses whole-school professional development training, teaching critical staff in use of instructional and intervention skills to address the immediate and long-term needs of all children.

Background

In 1993, ACHIEVE, originally designed to address the needs of all children in Title I schools, was funded by the Office of Special Education Programs within the U.S. Department of Education. In

1996, it was incorporated into the Florida State Department of Education's student services programs. ACHIEVE schools are now found in Baltimore, Maryland, as well as large suburban school districts, urban districts in Ohio, and several large county school systems in Florida.

Scope

ACHIEVE is a school-wide reform effort that, in partnership with community agencies, addresses prevention and early and intensive intervention. In the school, it integrates interventions into the regular program through a reformation of special education and Title I resources. All children are instructed in both psychosocial and academic developmentally appropriate skills. Children at academic or behavioral risk are given immediate and individualized early intervention support to ensure appropriate skill mastery. Curriculum-based measurement and assessment and functional behavioral assessments are used by the child study team. Children and families needing additional intensive support receive that support through the child study team, pupil services, and/or multiagency partnerships.

Specific Problems/Risk Factors Targeted

ACHIEVE is designed to change schools in order to prevent both academic and social-behavioral problems. It has been shown to reduce discipline referrals, grade retention, and special education placements and increase academic engaged time as well as achievement scores among low-income white, and African American elementary school children. Individualized interventions replace aggression and increase thinking-before-acting, substituting socially appropriate behaviors for behaviors that result in negative consequences

Program Operations

ACHIEVE manuals provide schools with a series of steps to follow to achieve successful program implementation. They recommend first ensuring that schools have central administrative support. The second step is presenting the program to faculty,

gaining buy-in, and analyzing resources and needs, including regular and special programs. The third step requires all staff to be taught psychosocial skill development using the "Stop-and-Think" approach and the Skillstreaming curriculum and classroom accountability techniques leading to a building-wide behavior skill development/management system. The fourth step is training in the refer-question-consult (RQC) team problem-solving process. The fifth step is developing a curriculum-based tracking system for academic measurement. All stakeholders identify barriers that can be addressed systemically. By the end of the first year, faculty readiness for implementation is evaluated. Additional components include parent training using parent trainers to support and assist others in collaborating with the school. All interventions and program components are evaluated to determine fidelity (i.e., faithfulness) of implementation.

Determining Your School's Readiness for ACHIEVE

The project stresses administrative support at the highest levels in order to secure resources and reorganize resources to implement the many components of the program. School faculty must "buy in" at above an 80% level.

Getting Training to Begin ACHIEVE

Program directors and a wide cadre of trainers are available to provide district and school training and technical assistance. Training of trainers is available with modeling and coaching. Sessions are provided at national conferences to pupil services professionals and other trainers.

Program Costs

ACHIEVE requires a full-time pupil services trainer-consultant-facilitator to maximize fidelity to the multifaceted psychosocial, academic instructional, and intervention program. The program also needs a manager.

Start-up costs for the first 3 years were $167/student based on a 750-student building. Ongoing costs averaged $100/student. Multiple sources of funding were used including Title I, safe and

drug-free school grants, district professional development, and other funds. The major costs were for staff and training. Cost savings on reduction of retention from 61 to 1 at an average of $6,000 per student was $360,000. Placements in special education decreased by 67%.

Other Resources Required to Implement ACHIEVE

Service agreements with social service and mental health agencies are needed.

Modifying ACHIEVE for Your School/Classroom Context

The existing social skills curriculum could be replaced by another proven curriculum. Staffing recommendations could be modified as long as there are skilled persons to supervise the program. A small school could use a half-time pupil services person to manage the program and provide the consultation in combination with a master teacher or principal.

Components That Cannot Be Modified or Excluded from ACHIEVE

Program directors note that each ACHIEVE school "looks different" in how it implements the program. However, the elements are relatively universal: needs assessment; staff and family training; social skills instruction and reinforcement; improved instruction; team consultation and problem-solving using the RQC model; curriculum-based measurement; professional consultation from a trained pupil services provider; strong efforts toward family involvement; quick, effective, and measured interventions for children at risk; and connections to the community to partner in services for children who need interagency supports.

Program Outcomes

ACHIEVE has been recognized by the Center for Substance Abuse and Prevention as an effective prevention program. Outcomes include reduced disciplinary referrals, reduced suspensions and expulsions, reduced grade retention, reduced special education referrals, increased parent and teacher satisfaction, and increased academic achievement.

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Purpose

I Can Problem Solve (ICPS) is a school-based primary prevention program designed to teach children 4 through 12 years of age how to think through and solve interpersonal problems with peers and adults.

Background

ICPS was made available for mass dissemination for three age groups in 1992. The program is designed for preschool through grade 6. The exact number of schools implementing ICPS is unknown.

Scope

Although it is recommended that the program be phased in a few grades at a time, the goal is for school-wide implementation. ICPS can also function as additional early intervention for students at particular risk as long as further training is available to those responsible for implementation.

Specific Problems/Risk Factors Targeted

The program is targeted at most negative social behavior, including:

- Physical aggression.
- Verbal aggression.
- Nagging, demanding behavior.
- Overemotionality.

- Impatience.
- Rejection.
- Lack of empathy.
- Social withdrawal.
- Poor academic readiness (preschool/kindergarten) or academic achievement.

Program Operations

Trained teachers provide the students with 12 small-group sessions over 3 months that emphasize using problem-solving skills to find solutions to interpersonal problems. Children are taught to think about their own and others' feelings, alternative solutions to interpersonal problems, consequences to negative acts, and, beginning at age 8, sequenced step-by-step planning to reach a goal. Interpersonal concepts are integrated into the academic curriculum. Teachers and parents are taught a problem-solving style of discipline when actual problems arise.

Determining Your School's Readiness for ICPS

The recommended way to implement the program within a school is to present the program to the entire faculty in an inservice meeting and begin with those teachers who volunteer to incorporate the program into their classrooms.

Getting Training to Begin ICPS

Typically, a trainer will present a workshop to a school's entire faculty during an inservice day. Then, either the entire school implements the program or grades are phased in gradually, starting with the early grades. In addition, separate workshops are given to parent trainers.

Program Costs

The *I Can Problem Solve* training manual contains pictures used to teach the program. One manual is needed per teacher, teacher aide, or any other staff member who uses the program with the children. There is a *Raising a Thinking Child Workbook* as well.

Other Resources Required to Implement ICPS

The only other materials needed are storybooks (usually available in the classroom) that must be adapted to questions found in ICPS (e.g., how story characters feel and solve problems), two to four animal hand puppets for each classroom of younger children, and people hand puppets for the intermediate-grade classrooms.

Modifying ICPS for Your School/Classroom Context

Because ICPS is a process of learning *how* to think (not what to think) in ways to help students to solve interpersonal problems successfully, teachers are free to modify the content of a given lesson-game to teach the required concept strategically.

The actual number of lessons or number of teacher or parent meetings can be reduced from the original 10 meetings to as few as 6 meetings. Implementation of ICPS should take place every day for about 20 to 30 minutes in preschool and kindergarten, and thrice-weekly for 40 minutes for the elementary grades. Parents can choose the time to conduct the lessons with their children at home—preferably at some consistent time such as before dinner, after dinner, or before bedtime.

Because ICPS is culture free, no modifications are necessary in that regard.

Components That Cannot Be Modified or Excluded from ICPS

Although the number of actual formal lesson-games can be shortened, the practice of using the problem-solving approach to real problems when they arise is essential and must *not* be excluded.

Program Outcomes

In preschool, kindergarten, and the primary grades, the intended cognitive outcomes include gains in the interpersonal cognitive problem-solving (ICPS) skills trained; sensitivity to problems such as interpersonal, causal thinking (e.g., why one child might hit another); alternative solutions to interpersonal problems (e.g., one child wants a toy another has); and consequential thinking (e.g., what might happen if one child grabs a toy from another). In grades 3 to 6, the intended outcomes include making gains in

alternative solutions, consequential thinking, and sequenced planning skills (i.e., steps to reach a stated interpersonal goal, potential obstacles that could interfere, and how long it might take to reach a goal).

At the grade levels studied, reported effects included the following:

- A decrease or prevention of the following negative behaviors:
  - Physical aggression (e.g., hitting, kicking) and verbal aggression (e.g., bossing, threatening).
  - Overemotionality (e.g., easily upset by peers and/or adults, unable to cope with frustration).
  - Impatience (e.g., unable to wait, share, cooperate; persistent nagging and demanding).
  - Social withdrawal (e.g., unable to express feelings or stand up for rights, timid, fearful of peers and/or adults).
- An increase in positive, prosocial behaviors such as the following:
  - Is liked by peers (e.g., others seek child out, enjoy being with child).
  - Shares/cares/cooperates.

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Purpose

The purpose of the Good Behavior Game (GBG) is to reduce classroom disruption, aggression, and shyness.

Background

In 1984, the GBG was adapted by Dr. Sheppard Kellam and his colleagues at the Johns Hopkins School of Public Health for use in several intervention studies. It is this version that has the most evidence of positive effects. GBG uses a team-based approach to the management of successful student behavior.

Scope

The GBG is classroom management strategy, rather than a full-fledged school discipline program. The program is designed to help create a strong school-wide foundation, but it does not provide any early or intensive interventions. Although there is little data on other applications, the game could easily be adapted and expanded beyond the classroom to involve other personnel and other parts of the school day (e.g., rewarding good behavior on the part of lunchroom teams). There is some evidence that the game can be used as one component of a comprehensive academic and behavioral intervention plan.

Program Operations

The GBG is appropriate for use with young children and is most often used in the primary grades. Children are assigned to one of several behaviorally heterogeneous groups (e.g., shy, aggressive, and disruptive students) in each classroom. Each team earns points for precisely defined good behavior or loses points for misbehavior. Later, points are exchanged for a variety of tangible rewards (e.g., playtime, stickers, erasers). Social reinforcers always accompany tangible reinforcers and eventually replace them.

Building the Student Teams. The teacher chooses a team leader, usually a shy and withdrawn child, to help distribute prizes. The rules of the game are explained to students, including a clear definition of the prohibited behaviors that will be scored (e.g., being out-of-seat without permission, verbal or physical disruption, noncompliance).

Use of Rewards. GBG teachers are responsible for reinforcing teams that display appropriate behavior. Whenever a student dis-

plays a prohibited behavior, the teacher will make a checkmark on the blackboard next to the student's team name. At the end of the game period, teams that have not exceeded four marks are declared to be winners. The goal is for all teams to "win" by exhibiting good behavior. It is important to recognize that public recording of student behavior may not always be appropriate.

Length of Game. The Good Behavior Game initially is played 3 times per week for periods of 10 minutes, with teachers announcing each session and rewarding teams following the period. The duration of the game is increased by about 10 minutes each session every 3 weeks up to 3 hours per session—with the number of checkmarks remaining at four. As the game progresses, teachers also begin to initiate the game without notice and to save rewards until the end of the school week. Eventually, the game is played at any time of day, during any activity, and in any location.

Determining Your School's Readiness for the Good Behavior Game and Implementing an Effective Good Behavior Game Program

Not applicable.

Getting Training to Begin the Good Behavior Game

The Good Behavior Game is a simple behavior management tool requiring little or no professional development or technical assistance for implementation. A manual is available, however. Interested schools are advised to look at the manual and then determine what (if any) additional implementation support may be necessary. Schools might consider contacting the Prevention Research Center at Johns Hopkins University to explore possibilities for consultations, implementation support, and advice.

Program Costs

All materials are available for free on the Internet. A detailed manual is available at http://www.bpp.jhu.edu. The only possible implementation costs for the GBG would be the optional purchase of technical assistance from the Prevention Research Center

or another provider and the minor cost of purchasing small gifts to use as rewards.

Other Resources Required to Implement the Good Behavior Game

Although the teacher is the only staff member needed to play the game, classroom paraprofessionals and other school-related personnel can be used to help in its implementation.

Modifying the Good Behavior Game for Your School/Classroom Context

It is possible to change where the Good Behavior Game is implemented (e.g., classrooms, libraries). The population served by the program is flexible (i.e., preschool through elementary grades, and even adolescents who are on a behavioral program). How you set the rules or expectations can also be modified (e.g., here are the things you shouldn't be doing while we play the game vs. here are the things you have to do while we play the game). It is also possible to incorporate group contingency arrangements.

Components That Cannot Be Modified or Excluded from the Good Behavior Game

The critical elements of the Good Behavior Game are (a) behaviorally heterogeneous teams and (b) team-based rewards/consequences for following the rules.

Program Outcomes

After 1 year of implementation, teachers have reported a reduction in first-grade students' shy and aggressive behaviors, with the most significant effects observed in those students initially considered most aggressive.

Long-term effects have also been reported, based on a follow-up sample of 590 children who received GBG in first and second grades compared to a control group who received no intervention. At the end of sixth grade, positive effects in regard to aggression were found to be maintained, but only for boys. Boys who were at or above the median score for aggression in first grade

displayed a decrease in aggression, compared to increases in aggression for boys in the control group.

Although some of the benefits of GBG in the classroom may seem obvious, it appears that the long-term effects are confined to the most aggressive boys. (However, because highly aggressive boys are likely to be the most problematic students in terms of behavior management—and the target of most school discipline and violence prevention interventions—this may not be a significant consideration. Similar results are also reported by most other successful interventions, with the greatest benefits found in those boys considered most at risk.) Schools with widespread behavior management problems or a large number of highly aggressive girls should note the limitation in long-term effects. One study found that there was a substantial decrease in disruptive behavior for students with serious emotional disturbance when the game was modified such that teams were formed based on the topography of the target behavior and the criterion for reward was based on the baseline level of that behavior.

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Purpose

Aggression Replacement Training is a program designed to address antisocial behavioral excesses and prosocial behavioral deficits. It consists of three interventions: Skillstreaming, anger-control training, and moral reasoning training, which seek to enhance interpersonal skill competence, enhance self-mediated ability to control anger, and enhance the youth's moral reasoning and social problem-solving skills (respectively).

Background

Aggression Replacement Training originated in 1986 and was designed to serve a diverse group of boys and girls, aged 11 to 19 years. The program has reportedly been implemented in 700 sites, including schools and various delinquency and mental health settings.

Scope

Students introduced to ART represent a diverse population, including students of various ethnic, cultural, and socioeconomic background. The majority of ART interventions have been implemented in urban areas, but many have occurred in suburban and rural settings.

Specific Problems/Risk Factors Targeted

Chronic aggressive behavior, inability to control anger when provoked, inability to express feelings, poor response to failure, ineffective skills in coping with group pressure, and refusal to follow reasonable requests are all areas targeted by ART.

Program Operations

Aggression Replacement Training has three basic components: Skillstreaming, anger control training, and moral reasoning training. Aggression Replacement Training is integrated into the school day—from classes to after-school detention. Teachers, counselors, psychologists, behavior specialists, correctional officers, and other school or center personnel (i.e., trainers) can offer training in anger management over a 10-week period in three 1-hour sessions per intervention per week. These trainers teach children what to do, what not to do, and why to practice certain types of behavior as opposed to others.

Skillstreaming is designed to build student knowledge of positive social behavior. Small groups of chronically aggressive adolescents with shared psychological skill deficiencies are provided with modeling, role playing, and performance training. During anger control training, students are taught to recognize negative

behavior and taught what not to do in social situations. Moral reasoning training is designed to enhance the student's sense of fairness, justice, and concern with the needs and rights of others.

Determining Your School's Readiness for Aggression Replacement Training

An effective ART program consists of trainers who are willing and able to work with adolescents on an individual and group basis. Effective trainers must be comfortable with adolescents, recognize the challenges and concerns of adolescence, support and reward positive behavior, and be able to contribute to a positive self-image. The ability to motivate troubled youths is essential as well.

Getting Training to Begin Aggression Replacement Training

The first recommended step for trainers is to read *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth* (Goldstein & Glick, 1987). A trainer can supplement his or her understanding of written program material by either attending workshops or observing schools in which the ART program has been implemented.

Once the trainer has completed these steps, he or she can conduct and or participate in a mock Skillstreaming, anger control training, and moral reasoning training. A more experienced teacher or trainer might lead the training, while less experienced trainers role-play as adolescent trainees.

Other Resources Required to Implement Aggression Replacement Training

Not applicable.

Modifying Aggression Replacement Training for Your School/Classroom Context

As mentioned earlier, the ART program can be used in schools as well as in mental health or correctional facilities. This suggests the extent to which the program might be adaptable to different environments and contexts.

In the Skillstreaming exercise, trainers are encouraged to choose 10 skills identified as most needed by the children in the program. Although the ART program offers specific and detailed intervention strategies for aggressive youths, it is organized in a way that allows some flexibility and adaptability.

Components That Cannot Be Modified or Excluded from Aggression Replacement Training

The Skillstreaming exercise, along with the anger control training and the moral reasoning training, are all essential components of the ART program. Although, for purposes of effectiveness, they should not be excluded from the program, they may be modified, as explained above.

Program Outcomes

Aggression Replacement Training has been nationally recognized for the positive child outcomes that have emerged from its intervention. It received the 1994 U.S. Office of Juvenile Justice and Delinquency Prevention Model Program Award.

Aggression Replacement Training is intended to promote acquisition and performance of prosocial skills, improve anger control, decrease frequency of acting-out behaviors, reduce levels of impulsiveness, and increase frequency of prosocial behaviors. Studies concluded on students completing the ART program have shown a decrease in incidences of aggression, a significant increase in incidences of coping, and an increase in social skills.

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Purpose

Project STAR, also known as the Midwestern Prevention Project (MPP), is a comprehensive community-based, multifaceted program for adolescent drug abuse prevention. Project STAR involves an extended period of programming. Although initiated in a school setting, it goes beyond this setting into the family and community contexts.

Background

Project STAR is a research-based project developed by the University of Southern California's Institute for Disease Prevention and Health Promotion Research. Project STAR was developed specifically to focus on the prevention of drug abuse among youth.

Scope

Project STAR is a universal, school-wide program and bridges the gap from early adolescence to middle through late adolescence. Since early adolescence is the first risk period for gateway drug use (i.e., alcohol, cigarettes, marijuana), programming is initiated with whole populations of sixth- and seventh-grade students.

Specific Problems/Risk Factors Targeted

Project START targets (a) peer use of drugs and (b) peer approval of drugs.

Program Operations

Project STAR is designed to help youths recognize the tremendous social pressures to use drugs and provides skill training in how to avoid drug use and drug use situations. These skills are initially learned in the school program and are reinforced through parent, media, and community organization components.

The school program is the central program channel. It is initiated in the transition year to middle or junior high school (i.e., either sixth or seventh grade, depending on the local school district), delivered by trained teachers, and facilitated by peer lead-

ers. The program contains 10 to 13 sessions that focus on increasing skills to resist and counteract pressure to use drugs. The second year includes a five-session booster program to reinforce the previous year's message. Active social learning techniques (i.e., modeling, role playing, and discussion, with student peer leaders assisting teachers) are used in the school program, along with homework assignments designed to involve family members. The parent program involves a parent–principal committee that meets to review school drug policy, as well as parent-child communications training.

Determining Your School's Readiness for Project STAR

The classroom atmosphere must facilitate students' active involvement. Students are asked to share information about themselves. They also practice ways of interacting with others. A classroom teacher encourages students to share their feelings and experiences and to raise any questions that they have. It is important for the school to create an emotionally safe environment and support high degrees of student involvement. Peer leaders can be helpful in creating such an environment.

Getting Training to Begin Project STAR

Training is required to implement Project STAR. Project STAR is not yet commercially available. Program developers are currently working with a limited number of communities to pilot a plan for program dissemination; they expect that this information will be available in 1 to 2 years.

Other Resources Required to Implement Project STAR

Not applicable.

Modifying Project STAR for Your School/Classroom Context:

The Project STAR curriculum contains 15 sessions. Session A deals with identifying students as peer leaders. Session B details how the peer leaders are trained for their roles in the classroom. These sessions need to be completed prior to the beginning of the actu-

al program. Sessions 1 through 10 contain the core drug prevention program, and Sessions 11 through 13 represent the companion violence prevention sessions. If you are under time constraints and cannot complete all 15 sessions, consult the Project STAR staff for guidance and suggestions.

Components That Cannot Be Modified or Excluded from Project STAR

Sessions 11 through 13 of the curriculum are intended to follow Sessions 1 through 10. They are not designed to be stand-alone violence prevention programs.

Program Outcomes

Evaluations of Project STAR have suggested that for program youths, compared to control youths:

- Reductions of up to 40% have been achieved in daily smoking.
- Similar reductions in marijuana use and smaller reductions in alcohol use have been maintained through grade 12.
- Effects on daily smoking, heavy marijuana use, and some hard drug use have been shown through early adulthood (age 23).
- Parent–child communications about drug use have increased.
- The program has facilitated development of prevention programs, activities, and services among community leaders.

6 Conclusion

In the preceding chapters, I have examined some of the ways schools across the nation are attempting to ensure all students a safe, drug-free, effective learning environment. This critically important undertaking remains "a work in progress." Among the most promising approaches is a multilevel program consisting of universal, targeted, and intensive intervention. Interventions are school wide, classroom level, and student specific. As school personnel move forward in addressing the challenge of safe and drug-free schools, it is essential to keep in mind that "one size does not fit all" and that ongoing professional development and program evaluation are essential to any program.

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Office of Special Education Programs. (2001). *Prevention research and the IDEA discipline provision: A guide for school administrators.* [Letter from Judith Heumann & Kenneth Warlick to school administrators.] Retrieved from: http://www.ed.gov/offices/OSERS/OSEP

Osher, D. Dwyer, K., & Jackson, S. (2001). *Successful and safe schools: An implementation guide.* Washington, DC: U.S. Department of Health and Human Services.

Resources

Publications

Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools.* Washington, DC: U.S. Department of Education, American Institutes for Research.

The Early Warning Guide presents a brief summary of the research on the characteristics of a responsive, caring school, the early and imminent warning signs of violence (i.e., what to look for), the foundation for prevention, early and intensive intervention (i.e., what to do), and crisis response planning in schools. Copies of the Early Warning Guide are useful for presentations to policymakers and community groups to move their thinking toward a strategic response. Families, law enforcement groups, and the faith community, among others, have used the document.

Dwyer, K., & Osher, D. (2000). *Safeguarding our children: An action guide.* Washington, DC: U.S. Departments of Education and Justice, American Institutes for Research.

The Action Guide is an expansion of the Early Warning Guide, making the Early Warning Guide more practical for systemic planning. It stresses the importance of a three-stage, comprehensive model that includes prevention, early intervention, intensive planning, capacity building, comprehensive approaches, teamwork, and community involvement in successful schools.

Osher, D., Dwyer, K., & Jackson, S. (2001). *Successful and safe schools: An implementation guide.* [A component of the Resource Kit for Safe Schools and Healthy Students.] Washington DC: U.S. Department of Health and Human Services.

The Implementation Guide has five chapters and two appendixes that will guide you through an assessment of your school's strengths and needs with examples of ways to get the school ready for selecting strategies for its improvement plan. These chapters include ideas that may assist in your planning process: ways to build on existing assets; the extent to which your school community is doing everything that it can to reduce violence, improve academic performance, and support student emotional wellness; and ways to explore potentially untapped funding sources. The first appendix provides a description of a variety of programs that may meet your school improvement needs. The second provides tools for assessing needs and the planning process. When appropriate, the Implementation Guide will refer you to the other Kit materials for additional examples or resources.

Online Resources

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(202) 944-5454 fax
center@air.org

The mission of the Center for Effective Collaboration and Practice is to support and promote a reoriented national preparedness to foster the emotional development and adjustment of children with or at risk of developing serious emotional disturbance. Its Web site is very useful for connecting with other essential resources. For example, by going to "Strengthening the Safety Net" and then to Project SERVE, it is possible to obtain a detailed staffing and task schedule for implementing Project SERVE, which can also serve as a template to help design "who does what" and cost out your hours of service for each child or intervention.

The Center also has many federal documents and PowerPoint presentations that you can download. It is also possible to ask questions and do searches on specific topics. The Center has examples of proven programs for prevention and early and intensive interventions, as well as the contact information for each.

Center on Positive Behavioral Interventions and Support (CPBIS)
Behavioral Research and Training
5262 University of Oregon
Eugene, OR 97403-5262
(541) 346-2505 phone
(541) 346-5689 fax
pbis@oregon.uoregon.edu

The goal of the Center on Positive Behavioral Interventions and Support is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by (a) increasing both awareness and knowledge of positive behavioral interventions and supports as part of these systems and (b) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Research is available on PBIS and schools using PBIS, as well as information on how to find coaches, learn how to become a coach to train staff, and examine sample forms used to maintain fidelity to the program. This site is particularly useful for prevention and early intervention.

Elementary and Middle Schools Technical Assistance Center (EMSTAC)
American Institutes for Research
1000 Thomas Jefferson Street, NW, Suite 400
Washington, DC 20007
(202) 944-5300 phone
(877) 334-3499 TTY
(202) 944-5454 fax
emstac@air.org

The mission of the Elementary and Middle Schools Technical Assistance Center is to identify and meet the technical assistance needs of elementary and middle schools to improve educational outcomes for

children with disabilities. The Center is testing three strategies for providing technical assistance to develop a comprehensive technical assistance approach that can be used nation wide.

This site has many school site and program examples showing innovation at the school level for both regular and special education. It describes the Project ACHIEVE Stop-and-Think curriculum introduced in the Action Guide. This program is designed to be part of a schoolwide prevention program for elementary schools and has met the criteria for effectiveness by the Center for Substance Abuse Prevention and the Office of Special Education Programs. It also gives examples of tested technical assistance models that you may want to compare with what your school is being offered by a program developer.

National Information Center for Children and Youth with Disabilities (NICHCY)
Academy for Educational Development
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 or (202) 884-8200 phone/TTY
(202) 884-8441 fax
nichcy@aed.org

The Center provides information and referral services on individuals with disabilities to families, caregivers, professionals, and others to improve the educational outcomes of all children and youths. Its goal is to help families and the professionals who serve children with disabilities ensure that all children participate as fully as possible in all aspects of life, including school, home, and community. Hablamos español.

This technical assistance site provides information on how to ensure families' rights and protections under the Individuals with Disabilities Education Act and Section 504. It also contains information about partnering, ways to include students and families in program planning and implementation, and training information for teachers and staff, as well as other valuable information about disability issues.

National Center on Education, Disability, and Juvenile Justice (EDJJ)
Department of Special Education
University of Maryland
College Park, MD 20742-1161
(301) 405-6489 phone
(301) 314-5757 fax
edjj@umail.umd.edu

The EDJJ program is a collaborative research, training, technical assistance, and dissemination program designed to develop more effective responses to the needs of youths with disabilities in the juvenile justice system or at risk for involvement with the juvenile justice system. Through regional meetings, technical assistance, research and evaluation activities, and publication and dissemination, the Center will be well positioned to help change the perceptions of and understandings about youths with disabilities in communities and in the juvenile justice system.

The Center's Web site offers information and resources on juvenile delinquency for parents, educational practitioners, and policymakers. It features professional development training materials targeted at improving educational experiences for youths at risk of juvenile delinquency and incarceration. There are links to several publications that will interest parents and school practitioners alike.

Additional Sources of Information on Ways to Promote Safe and Drug-Free Schools

School Safety-Related Sites

Hamilton Fish Institute for School and Community Violence
http://www.hamfish.org

IDEA Practices Home Page
http://www.ideapractices.org

National Youth Violence Prevention Resource Center
http://www.safeyouth.org/home.htm

Center for Effective Collaboration and Practice
http://www.air.org/cecp/default.htm

National Center for School Safety
http://nssc1.org/reporter/checklist.htm

Office of Special Education Programs
http://www.ed.gov.offices/OSERS/OSEP

Safe and Drug-Free Schools-News Updates
http://www.ed.gov/offices/OESE/SDFS/news.html

Safe and Effective Schools for All Students: What Works
http://www.air.org/cecp/whatworks/

National Resource Center for Safe Schools
http://www.safetyzone.org

Student Support and Classroom Management Sites

Positive Behavioral Interventions and Supports
http://www.pbis.org

Council for Children with Behavioral Disorders
http://www.ccbd.net

IDEA Practices Home Page
http://www.ideapractices.org

The Behavior Home Page
http://www.state.ky.us/agencies/behave/homepage.html

Kentucky Center for School Safety
http://www.kysafeschools.org

Prevention Strategies That Work
http://cecp.air.org/preventionstrategies/Default.htm

Wraparound Planning
http://cecp.air.org/wraparound/default.htm

About the Author

Patricia M. Guthrie is an education consultant and also has contracts with the Council for Exceptional Children and the Kentucky Center for School Safety. She served as a member of the Expert Panel for the development of *Successful and Safe Schools: An Implementation Guide,* and currently serves as a Due Process Hearing Officer for both Section 504 and Individuals with Disabilities Education Act (IDEA) hearings. Prior to this, she was Assistant Superintendent for Student Services in the Warren County, Kentucky, Public Schools, with responsibility for special education, Section 504 protections, and the district's safe schools programs.

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